

## **DERNSW presents the Microsoft Peer Coaching Program**

### **Peer Coaching Program Assessment**

**There are four main components that make up this program. Participants must complete all 4 components to become a certified peer coach.**

**Assessment should be open and supportive. Please ensure that you clarify with your team what will be assessed and how you will assess it. If any person fails to be assessed as competent in any component please let them know privately and help them to rectify the situation. If this isn't possible talk to the program coordinator as soon as possible.**

#### **Component 1: Peer coaching face to face intensive**

This is delivered as a three day conference. The assessment schedule for this component is attached.

#### **Component 2: Peer coaching practicum**

This will be completed by peer coaches when they return to their school. The peer coach will be required to negotiate a pilot program with their principal and at least two participating teachers. The program should involve completing a number of coaching cycles over semester 2. They will be required to provide the following evidence that you have implemented peer coaching:

- A coaching log signed by a principal (or delegate) and participating teacher/s.
- A brief coaching report from one teacher.
- A record of a lesson improvement process including notes re observation and feedback.
- A coaching chronicle or narrative description of what you actually achieved.
- A peer coaching implementation plan for 2012.

#### **Component 3: Peer coaching online course**

They will be required to complete all components of the online course by the negotiated date. Details to follow.

#### **Component 4: Peer coaching final conference and certification**

They will be required to participate in all aspects of the final conference. Details to follow. Peer coaching certificates will be awarded at the end of the conference.

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### Component 1: Peer coaching face to face intensive

#### Instructions to assessors

Please put a tick in the relevant space if the participant is deemed competent or has provided the evidence required. Additional information appears on the next page.

Peer coach	Assessment component							
Name	A Reading	B Portfolio/ OneNote	C Group norms	D Coach roles	E Attributes	F Coaching skills	G Lesson improvement	H Coaching plan

#### Participation notes

These DER NSW tools were developed by Dr Les Foltos of **PeerEd** as part of the **Microsoft Peer Coaching Program**



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## Component 1: Peer coaching face to face intensive

### Assessment guidelines

**Assessment should be open and supportive. Please ensure that you clarify with your team what will be assessed and how you will assess it. If any person fails to be assessed as competent in any component please let them know privately and help them to rectify the situation. If this isn't possible talk to the program coordinator asap.**

A: **Professional reading** People have been asked to complete readings prior to the conference. Tick them off as competent when you see their evidence of readings.

B: **Portfolio/OneNote** Their personal one note will become their portfolio or personal coaching toolkit. Stress that this will contain all the reflections, tips, tools, strategies, contacts, links, resources that they may find useful. They should be constantly adding to it over the conference. They should also be sharing ideas with each other. If you have a few minutes at your table ask them to add to this or to add their reflections on their learning to date. Please encourage this. Tick them off as competent when you see this set up on their laptop.

C: **Norms** The group will be asked to contribute to setting norms. Tick them off as competent when you this task is complete.

D: **Coach roles** The individuals and group will be asked to contribute to identifying coach roles after watch a video and reflecting on the readings. Tick them off as competent when you this task is complete.

E: **Attributes** The group will be asked to contribute to identifying coach attributes. Tick them off as competent when you this task is complete.

F: **Coaching skills** The role plays using the cue cards and scaffolds are included because of the need to give extensive practice in coaching skills. Ensure that participants know that it is important to swap roles so that everyone gets a chance to act as coach. The key skills in this area include:

- Active listening
- Paraphrasing
- Positive non verbal messages
- Clarifying questions
- Probing questions to encourage new thinking
- Identifying choices
- Making choices
- Giving and receiving feedback

To be assessed as competent in this area participants will need to demonstrate that they can identify and use the cue card, checklist and skills listed above.

G: **Lesson improvement process** All participants must participate in the lesson improvement process over day 2. Record this here

H: **Coaching plan** All participants must leave with a plan that they will use to begin their coaching in school.

**Participation** This is where you make notes re participation. In particular you should make a note if someone leaves, doesn't participate or any other relevant issues. If any problems are noted here please inform the course coordinator at the first appropriate occasion.

**All assessments should be able to be completed during the delivery.**

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